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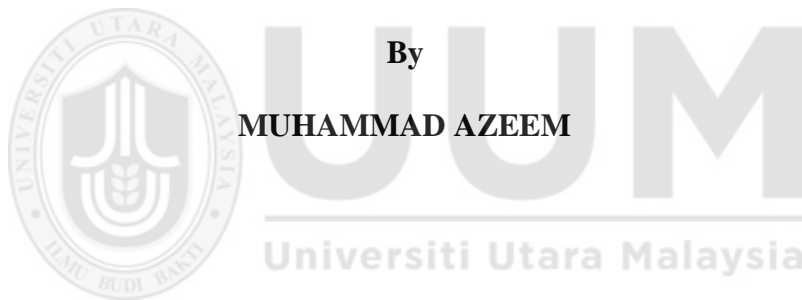
**THE ROLE OF INSTITUTE REPUTATION AND
STUDENT PERCEIVED VALUE TOWARDS
STUDENT LOYALTY FOR MANAGING
ENROLLMENTS IN PAKISTANI PRIVATE HEIS**



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**DOCTOR OF PHILOSOPHY
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**THE ROLE OF INSTITUTE REPUTATION AND STUDENT
PERCEIVED VALUE TOWARDS STUDENT LOYALTY FOR
MANAGING ENROLLMENTS IN PAKISTANI PRIVATE HEIS**



**Thesis Submitted to
School of Technology Management and Logistics,
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in Fulfilment of the Requirement for the Degree of Doctor of Philosophy**

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Kolej Perniagaan
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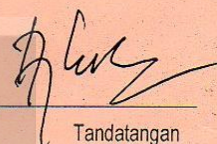
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ABSTRACT

In recent times, HEIs has been increasing interest in the behavioral and attitudinal intentions that aims to achieve student loyalty and finally increase the enrollments. To achieve student loyalty at higher level and increase in student enrollments, HEIs need to focus on their strategic attributes. The key strategic attributes include institute service quality, institute social responsibility, institute reputation, and student perceived value. Therefore, drawing upon the signaling theory (ST) and strategic enrollment management theory (SEMT), the mediating effect of institute reputation and the moderating role of student perceived value in this study aims to examine the influence of these strategic attributes on student loyalty. The data was collected from the 551 postgraduate students studying in eleven private HEIs of provincial capital city (Lahore) in Punjab province. The results of PLS-SEM path modeling revealed that institute service quality and institute reputation have significant relationship with student loyalty, and this same relationship significantly mediate by institute reputation. Besides, institute social responsibility has no direct significant relationship with student loyalty, but this same relationship has significantly mediate by institute reputation. Furthermore, student perceived value does not moderate the relationship between institute reputation and student loyalty. In general, the findings depicted that student loyalty can be enhanced through the examined key strategic attributes of the study. Accordingly, the study has forwarded noteworthy claims about the mediating effect of institute reputation on these variables. The study offers theoretical, methodological and practical contributions. This study also highlights the crucial role of these strategic attributes for student loyalty in private HEIs of Pakistan. Lastly, limitations and scope of further studies are also provided.

Keywords: Pakistani higher education, student loyalty, institute reputation, student perceived value, institute service quality and social responsibility

ABSTRAK

Pada masa kini, terdapat peningkatan minat oleh IPT terhadap niat tingkah laku dan sikap yang bertujuan mencapai kesetiaan pelajar dan seterusnya meningkatkan jumlah pendaftaran. Bagi mencapai kesetiaan pelajar pada peringkat yang lebih tinggi dan meningkatkan pendaftaran pelajar, IPT perlu memberi tumpuan kepada atribut strategik. Kunci kepada atribut strategik termasuklah kualiti perkhidmatan institusi, tanggungjawab sosial institusi, reputasi institusi, dan nilai tanggapan pelajar. Oleh demikian, berdasarkan Teori Isyarat (ST) dan teori pengurusan strategik pendaftaran (SEMT), kesan pengantaraan reputasi institusi dan peranan penyederhanaan nilai tanggapan pelajar, kajian ini bertujuan menyelidik pengaruh atribut strategik terhadap kesetiaan pelajar. Data dikumpulkan daripada 551 orang pelajar pascasiswazah di sebelas buah IPT swasta ibu kota wilayah (Lahore) di wilayah Punjab. Hasil model PLS-SEM menunjukkan kualiti perkhidmatan institusi dan reputasi mempunyai hubungan yang signifikan dengan kesetiaan pelajar, dan hubungan yang sama juga diperantarakan secara signifikan oleh reputasi institusi. Selain itu, tanggungjawab sosial institusi tidak mempunyai hubungan langsung yang signifikan dengan kesetiaan pelajar, tetapi hubungan yang sama mengantarakan reputasi institusi secara signifikan. Tambahan pula, nilai tanggapan pelajar tidak menyederhanakan hubungan antara reputasi institusi dan kesetiaan pelajar. Secara umumnya, hasil kajian menunjukkan kesetiaan pelajar boleh dipertingkatkan melalui atribut strategik utama yang diselidik dalam kajian ini. Oleh itu, kajian semasa mengemukakan tuntutan penting tentang kesan pengantara reputasi institusi terhadap pemboleh ubah- pemboleh ubah tersebut. Kajian ini memberikan sumbangan teori, kaedah dan praktikal. Kajian ini juga menekankan peranan penting atribut strategik tersebut kepada kesetiaan pelajar di IPT swasta Pakistan. Akhir sekali, batasan dan skop untuk kajian akan datang juga diberikan.

Kata kunci: pendidikan tinggi Pakistan, kesetiaan pelajar, reputasi institusi, nilai tanggapan pelajar, kualiti perkhidmatan institusi dan tanggungjawab sosial

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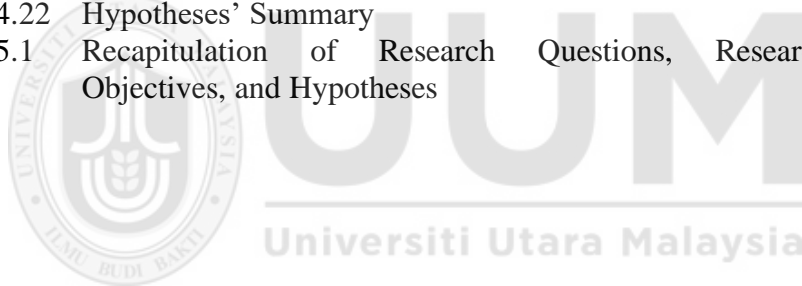
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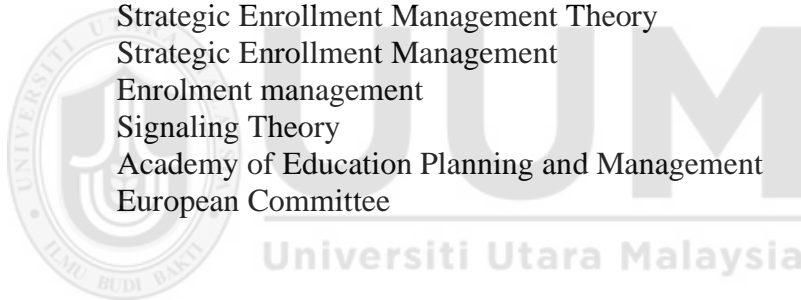
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LIST OF ABBREVIATIONS

HEIs	Higher Educational Institutions
EIs	Educational Institutes
HE	Higher Education
SL	Stuudent Loyalty
ISQ	Institute Service Quality
ISR	Institute Social Responsibility
IR	Institute Reputation
SPV	Student Perceived Value
CSR	Corporate Social Responsibility
SQ	Service Quality
CR	Corporate Reputation
CPV	Customer Perceived Value
CL	Customer Loyalty
NEP	National Educational Policy
HEC	Higher Education Commission
HiEduQual	Higher Education Quality
HESA	Higher Education Statistics Agency
USR	University Social Responsibility
SEMT	Strategic Enrollment Management Theory
SEM	Strategic Enrollment Management
EM	Enrolment management
ST	Signaling Theory
AEPM	Academy of Education Planning and Management
EC	European Committee



CHAPTER ONE

INTROCUCTION

1.1 Background of Study

Nowadays, Higher Education (HE) has entered the marketplace, university administrators are experimenting by deploying improved strategies for maintain enrollments (Hossler, 2009). Higher Educational Institutions (HEIs) began to adopt models and practices from the business world in the 1980s and 1990s, academia saw the beginning stages of marketing as a recruitment tool (Gibbs & Knapp, 2002). One of the reasons why adopting business practices to HEIs has had varying degrees of success in academia is the idea that students are considered as customers and educational institutions as service providers (Hennig-Thurau, Langer, & Hansen, 2001).

While, Helen and Ho (2011) observed that, “Building relationship with customers is crucial for business to sustain competitive advantages”. Building strong relationship has found significant for the higher education sector; especially independent private institutions, where a strong relationship among HEIs and students may reduce the potential for high attrition and increase student’s loyalty and retention (Moore & Bowden-Everson, 2012). Further, it assures that the focus on creating long term relationship with customers, not only produces increased loyalty, it also provides barriers to entry for competitors, since they are unable to easily replicate the relationship between the customer and the service provider (Wiggan, 2015). Hence, those businesses generating a strong relationship with their customers having a

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Appendix A

The Final Questionnaire



Dear Respondent

Subject: Student Loyalty Influenced by Service Quality (HiEduQual) and Social Responsibility for Managing HEIs Enrolments.

General Information

This is a PhD study to determine the factors of student loyalty in private universities in Pakistan. It is hoped that the outcome of the study will be of immense benefit to the development of Pakistani private higher educational institutions. Your willingness to answer the questionnaire is highly appreciated since it will contribute to the quality of the study.

Instructions

The questionnaire contains six sections A, B, C, D, E and F. It will take about 15-20 minutes to complete the survey. I ensure that all responses provided by you will only be used for academic purpose and will be kept **STRICTLY CONFIDENTIAL**.

I highly appreciate your participation in this research.

Sincerely,

Muhammad Azeem
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Section A:

In this section, following items ask for some personal and institutional information.

Please provide information and fill in or put a Tick (✓) as appropriate as follow:

- 1- **University Name** _____
- 2- **Programme Name** _____
- 3- **Department Name** _____
- 4- **Name** _____ (Not Compulsory)
- 5- **Gender** ☐ Male ☐ Female
- 6- **Age** ☐ Less than 30 ☐ 30-39
☐ 40-49 ☐ 50-59
☐ Up to 60
- 7- **Current Programme** ☐ Master ☐ MPhil
☐ Doctorate ☐ Post doctorate
☐ Others (please specify) _____
- 8- **Belongs to State** ☐ Punjab ☐ Sindh
☐ Balochistan ☐ Khyber Pakhtunkhwa

On the following scale. Please tick (✓) the appropriate number which best reflects your perception.

Scales				
(1) Strongly Disagree (SD)	(2) Disagree (D)	(3) Neutral (N)	(4) Agree (A)	(5) Strongly Agree (SA)

Section B: This section consists on the various elements of the Student Loyalty . By answering these questions, you are providing the opinion as per having experience with your educational institute to each of these elements.		SD	D	N	A	SA
AL1	I would say positive things about this university to other people	1	2	3	4	5
AL2	I would recommend my university to friends, neighbours, and relatives	1	2	3	4	5
AL3	If my friends were looking for an education service, I would tell them to apply to this university	1	2	3	4	5
AL4	I will recommend my university to anybody who seeks my advice	1	2	3	4	5
AL5	In the future, I intend to use education services from this university	1	2	3	4	5
AL6	I would be in my university again if I had a choice	1	2	3	4	5
AL7	I will continue studies in my university in the next few years	1	2	3	4	5
AL8	I will do most of my future education to my university	1	2	3	4	5
BL1	I feel proud to study in my university	1	2	3	4	5
BL2	I care about my university	1	2	3	4	5
BL3	I prefer to study Higher Studies in this university	1	2	3	4	5
BL4	I am very interested in keeping in touch with my faculty	1	2	3	4	5
BL5	If I had faced with the same choice again, I will choose the same program in this university	1	2	3	4	5
BL6	I had become a member of any alumni organizations of this university's program	1	2	3	4	5
BL7	I am devoted to this university	1	2	3	4	5
BL8	This university values me	1	2	3	4	5
BL9	I trust this university	1	2	3	4	5

Section C: The following section illustrate the Service Quality aspects educational institutes. You are providing the opinion in terms of experiencing the quality services of your educational institute by answering these questions.		SD	D	N	A	SA
TC1	Lecturers are responsive	1	2	3	4	5
TC2	Lecturers are accessible	1	2	3	4	5
TC3	Course contents develop students' knowledge	1	2	3	4	5
TC4	Lecturers follow good teaching practices	1	2	3	4	5
TC5	Lecturers follow curriculum strictly	1	2	3	4	5
TC6	Lecturers are continuously evaluate the student's performance	1	2	3	4	5
TC7	Department has sufficient Lecturers	1	2	3	4	5
TC8	Lecturers treat all students in equal manner	1	2	3	4	5
TC9	Lecturers collect feedback to provide better services	1	2	3	4	5
AS1	Admin staff provides error-free work	1	2	3	4	5
AS2	Admin staff provides service without delay	1	2	3	4	5
AS3	Admin staff is courteously reacted	1	2	3	4	5
AS4	Admin staff is willing to provide helps	1	2	3	4	5
AS5	Admin staff maintains accurate record	1	2	3	4	5
AS6	Admin staff easily retrieve records (find information and deliver to use it)	1	2	3	4	5
AS7	Admin staff accessible during office hours	1	2	3	4	5
AS8	Students be informed promptly of changes by admin staff	1	2	3	4	5
AF1	Classrooms equipped with teaching aids	1	2	3	4	5
AF2	Computer/science labs are well equipped	1	2	3	4	5
AF3	Library has adequate academic resources	1	2	3	4	5
AF4	Library is electronically equipped (E-library)	1	2	3	4	5
AF5	Campus environment is conducive for learning	1	2	3	4	5
AF6	University has adequate facilities such as auditoriums/labs/library	1	2	3	4	5
AF7	Maintenance of facilities are in good condition (classroom/lab/library equipment's etc.)	1	2	3	4	5
CI1	University has sports and recreation facilities	1	2	3	4	5
CI2	University has adequate hostel facilities	1	2	3	4	5
CI3	University has safety tools/equipment	1	2	3	4	5
CI4	University has security tools/equipment	1	2	3	4	5
CI5	University hostels/cafe provide quality food	1	2	3	4	5
SS1	University has adequate support amenities	1	2	3	4	5
SS2	University organizes cultural activities	1	2	3	4	5
SS3	University organizes extracurricular activities	1	2	3	4	5
SS4	University provides counselling services	1	2	3	4	5
SS5	University provides good medical services	1	2	3	4	5
INT1	University promotes international activities	1	2	3	4	5
INT2	University has Lecturers from abroad (expatriate)	1	2	3	4	5

INT3	University offers international collaborative degree programs	1	2	3	4	5
INT4	University provide opportunities to participate in seminars by visiting scholars	1	2	3	4	5

Section D: This section includes seven statements aimed to explore the role of Social Responsibility of the educational institute towards students by answering these elements.		SD	D	N	A	SA
ISR1	University implements a procedure to handle student's complaints	1	2	3	4	5
ISR2	University provides truthful and honest information to the students	1	2	3	4	5
ISR3	University avoids false and misleading advertising or sales promotions that use deception or manipulation	1	2	3	4	5
ISR4	University provides full and accurate information about its services to its students	1	2	3	4	5
ISR5	University respects student rights beyond the legal requirements (quality education, safety, accommodation, transportation, and high-quality resources etc.)	1	2	3	4	5
ISR6	Student satisfaction is highly important university	1	2	3	4	5
ISR7	University maintain high standards in the way it treats students	1	2	3	4	5

Section E: This section of questionnaire portrays the Reputation of your educational institute.		SD	D	N	A	SA
IR1	My university has a good reputation	1	2	3	4	5
IR2	My program of study has a good reputation	1	2	3	4	5
IR3	This university has a professional image	1	2	3	4	5
IR4	The academic programs run by the university is reputable	1	2	3	4	5
IR5	This university's graduates are easily employable	1	2	3	4	5
IR6	Generally, the university always fulfils its promises	1	2	3	4	5
IR7	I have a good impression of the university	1	2	3	4	5

Section F: The following section consists of the Student Perceived Value . You are providing the opinion of a perception that student experiencing by the services and facilities of your educational institute and value it by having experience.		SD	D	N	A	SA
SPV1	The experience I have gained in this university will help me to get a good job	1	2	3	4	5

SPV2	Taking into consideration the price I pay (fees, charges, etc.), I believe this university provides quality of service	1	2	3	4	5
SPV3	Comparing with other universities, I consider that I receive quality of service for the price that I pay	1	2	3	4	5
SPV4	I feel happy about my choice of university/degree	1	2	3	4	5
SPV5	I feel good overall experience with this university	1	2	3	4	5

F. Your comments

(please write in the space provided)

.....

.....

.....

“Many thanks for answering this questionnaire”



Appendix B

HEC Disciplines List



HIGHER EDUCATION COMMISSION

H-9, Islamabad (Pakistan)

Phone: (051) 90402116, Fax: (051) 90402102,

E-mail: tsheh@hec.gov.pk

No. DD/SS&H/CDSSHP/List/2015

Dated: 3rd February 2015

NOTIFICATION

It is hereby to notify all concerned that the list of subjects for disciplines of Social Sciences, Arts & Humanities and Business Education has been revised and stated below:

Social Sciences

- Archeology
- Anthropology
- Archival Studies
- Economics
- Econometrics
- Disaster Economics
- Political Science
- Public Administration
- Defence & Strategic Studies
- International Relations
- Psychology including Clinical, Industrial, Developmental Psychology
- Philosophy
- Sociology
- Iqbal Studies / Iqbaliyat
- Rural Development Studies
- Social Work
- Criminology
- Library and Information Sciences
- History
- Demography and Population Studies
- Ethnography
- Conservation Studies
- Religious Studies / Comparative Religion
- Islamic Studies / Arabic Studies
- Education
- Special Education
- Law and Legislature
- Home Economics
- Pakistan Studies
- Peace & Conflict Studies
- Behavioral Sciences
- Women and Gender Studies
- American Studies
- Area Studies
- Development Studies
- Journalism
- Mass communication
- Media Studies
- Rural / Urban Studies
- Women Studies

Arts & Humanities

- Fine Arts
- Liberal Arts
- Photography
- Performing Arts
- Musicology
- Film / Film Production
- Physical Education and Sports
- Languages and Literature
- Translation Studies
- Museology (Museum Science)
- Curatorial Studies
- Design
- History of Art & Design
- Architecture
- Urban & Town Planning
- Pedagogy of Arts & Design
- Visual Arts


PAGE 1 OF 2

Business Education

- Finance all subjects including
 - Accounting
 - Public Finance
- Business Administration/Studies
- Organization Science
- Operations Research & Supply Chain
- Marketing
- Finance
- Banking
- Commerce
- Administrative Sciences
- Management Information Systems
- Skills Development
- Industry Focused Disciplines
- Management Sciences:
 - Human Resource Management/Human Resource Development
 - Financial Management
 - Marketing Management
 - Management
 - Quality Management
 - Project Management
 - Disaster and Risk Management
 - Hotel Management
 - Services Management

Note: - Other related subjects can be added after confirmation from the experts in the relevant disciplines.

With Best Regards,


Dr. Muhammad Tahir Ali Shah
Dy. Director (Academics) / Focal Person (Social Sciences & Humanities)
Higher Education Commission, Sector H-9, Islamabad.
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 **UUM**
Universiti Utara Malaysia

Appendix C

SPSS Statistical Output

Results of Outliers Detection

Chi-square (χ^2) = 9.49 @ (df = 4)

No	Cases	Mahalanobis Distance
1	16	12.38353

Results of Non-outlier Cases ($n = 344$)

No	Cases	Mahalanobis Distance	No	Cases	Mahalanobis Distance	No	Cases	Mahalanobis Distance
1	1	4.19429	13	13	1.13621	25	26	1.7464
2	2	0.14976	14	14	3.07027	26	27	0.8439
3	3	0.03244	15	15	0.00113	27	28	0.00493

4	4	0.00202	16	17	0.00113	28	29	0.70454
5	5	0.43065	17	18	0.62416	29	30	0.03465
6	6	0.22384	18	19	0.19582	30	31	0.53216
7	7	0.26601	19	20	2.69981	31	32	0.19582
8	8	2.13743	20	21	2.60666	32	33	9.25922
9	9	0.01142	21	22	0.98384	33	34	0.26601
10	10	0.38392	22	23	0.29852	34	35	0.04698
11	11	0.01142	23	24	0.43065	35	36	0.30513
12	12	0.25984	24	25	0.71468	36	37	3.20991
37	38	3.47774	61	62	2.35698	85	86	0.22957
38	39	0.08762	62	63	0.06728	86	87	0.34931
39	40	0.00113	63	64	0.48844	87	88	0.06419

40	41	0.39142	64	65	0.16474	88	89	0.00113
41	42	1.20065	65	66	1.12173	89	90	0.13635
42	43	0.04698	66	67	0.6444	90	91	0.19582
43	44	4.19429	67	68	0.43065	91	92	0.08409
44	45	1.04549	68	69	0.33988	92	93	0.43859
45	46	0.13194	69	70	0.08409	93	94	1.28226
46	47	2.58726	70	71	2.24586	94	95	2.82827
47	48	0.16474	71	72	3.61569	95	96	3.61569
48	49	0.38392	72	73	6.21764	96	97	0.39142
49	50	1.46807	73	74	1.63551	97	98	0.04698
50	51	5.09814	74	75	2.9528	98	99	0.39142
51	52	0.00113	75	76	1.04549	99	100	6.77767

52	53	0.02235	76	77	2.03168	100	101	0.18699
53	54	0.97194	77	78	0.00001	101	102	0.22384
54	55	0.58694	78	79	0.15989	102	103	0.97194
55	56	1.54317	79	80	0.14862	103	104	0.04698
56	57	0.19052	80	81	0.43065	104	105	0.06419
57	58	0.43859	81	82	0.10668	105	106	0.6444
58	59	3.68726	82	83	0.19582	106	107	0.48006
59	60	1.43788	83	84	0.00157	107	108	0.22384
60	61	0.04962	84	85	0.01142	108	109	0.22384
109	110	0.22384	133	134	0.00001	157	158	0.58694
110	111	0.13635	134	135	0.06419	158	159	0.38392
111	112	0.76736	135	136	0.43065	159	160	3.47774

112	113	0.25984	136	137	0.22957	160	161	0.01142
113	114	0.02235	137	138	0.00493	161	162	0.00493
114	115	0.43859	138	139	1.7464	162	163	0.90106
115	116	0.02906	139	140	0.03244	163	164	0.83287
116	117	0.00001	140	141	0.04698	164	165	1.36655
117	118	0.48844	141	142	0.22384	165	166	0.01142
118	119	0.34694	142	143	0.39142	166	167	0.43065
119	120	0.30513	143	144	0.98384	167	168	0.13635
120	121	0.00582	144	145	0.06728	168	169	0.00113
121	122	0.26601	145	146	0.16935	169	170	0.00113
122	123	0.6444	146	147	0.70454	170	171	0.43065
123	124	0.01274	147	148	0.02906	171	172	2.9528

124	125	0.03465	148	149	0.03465	172	173	3.50024
125	126	0.06419	149	150	0.11065	173	174	8.60262
126	127	0.45781	150	151	1.12173	174	175	0.43065
127	128	2.13743	151	152	0.71468	175	176	0.43065
128	129	0.00493	152	153	6.96971	176	177	4.19429
129	130	1.05784	153	154	2.72627	177	178	0.43065
130	131	0.43859	154	155	1.46807	178	179	0.02059
131	132	0.08762	155	156	0.02059	179	180	0.26601
132	133	0.16474	156	157	3.2776	180	181	0.76736
181	182	0.30513	205	206	0.97194	229	230	0.98384
182	183	1.36655	206	207	0.03465	230	231	1.30051
183	184	0.34694	207	208	0.87896	231	232	0.01142

184	185	1.20065	208	209	0.48006	232	233	0.13194
185	186	3.89962	209	210	0.70454	233	234	0.11065
186	187	0.13194	210	211	1.28226	234	235	0.19582
187	188	1.46807	211	212	0.97194	235	236	3.97764
188	189	0.43065	212	213	0.22384	236	237	0.76736
189	190	0.25984	213	214	3.08001	237	238	0.02059
190	191	0.22384	214	215	0.25984	238	239	0.90106
191	192	0.0778	215	216	0.03465	239	240	2.03168
192	193	1.54317	216	217	1.12173	240	241	0.43065
193	194	0.13194	217	218	2.04888	241	242	4.84228
194	195	0.25984	218	219	0.11065	242	243	4.19429
195	196	0.04698	219	220	0.00157	243	244	0.91394

196	197	0.30513	220	221	0.43859	244	245	0.90106
197	198	0.29852	221	222	0.08409	245	246	0.6444
198	199	0.53216	222	223	0.08762	246	247	2.3755
199	200	0.15989	223	224	0.04962	247	248	1.94537
200	201	0.58694	224	225	0.00157	248	249	0.58694
201	202	0.8439	225	226	0.54098	249	250	0.01142
202	203	0.08409	226	227	0.03465	250	251	0.38392
203	204	0.00582	227	228	0.06728	251	252	0.25984
204	205	2.24586	228	229	0.19582	252	253	0.8439
253	254	0.48844	277	278	1.94537	301	302	1.65094
254	255	4.37079	278	279	0.39142	302	303	0.5962
255	256	0.22957	279	280	0.19582	303	304	1.36655

256	257	4.68244	280	281	0.11065	304	305	0.08409
257	258	1.84455	281	282	0.10668	305	306	0.08762
258	259	6.77767	282	283	0.71468	306	307	0.02059
259	260	0.77795	283	284	0.53216	307	308	0.08762
260	261	3.63862	284	285	1.46807	308	309	0.01274
261	262	0.06728	285	286	5.85771	309	310	0.53216
262	263	0.02059	286	287	0.03244	310	311	0.39142
263	264	0.39142	287	288	0.00001	311	312	0.06419
264	265	0.54098	288	289	4.84228	312	313	1.38066
265	266	0.30513	289	290	0.08762	313	314	0.76736
266	267	1.36655	290	291	1.28226	314	315	2.84856
267	268	0.04962	291	292	0.48844	315	316	3.92344

268	269	0.58694	292	293	4.68244	316	317	0.48844
269	270	0.22957	293	294	5.68176	317	318	4.21899
270	271	0.03244	294	295	0.13635	318	319	0.30513
271	272	1.94537	295	296	2.84856	319	320	0.25984
272	273	0.30513	296	297	0.01274	320	321	1.38066
273	274	1.12173	297	298	0.53216	321	322	0.58694
274	275	0.54098	298	299	0.04698	322	323	0.03244
275	276	0.76736	299	300	0.02059	323	324	0.71468
276	277	0.13635	300	301	0.22957	324	325	0.03465
325	326	0.10668	332	333	0.54098	339	340	0.03465
326	327	0.06419	333	334	0.06728	340	341	0.48844
327	328	0.43065	334	335	0.58694	341	342	0.00157

328	329	1.20065	335	336	0.5962	342	343	1.38066
329	330	2.3755	336	337	0.39142	343	344	4.21899
330	331	0.10668	337	338	0.22384	344	345	0.16474
331	332	0.01274	338	339	0.33988	-	-	-



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Appendix D

Data Normality

